DOCUMENT RESUME

ED 264 908 JC 860 028

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TITLE Staff Evaluation: Commitment to Excellence.
INSTITUTION Miami-Dade Community Coll., FL. Mitchell Wolfson New World Center Campus.
PUB DATE [86]
NOTE 17p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Evaluation; Community Colleges; *Evaluation Criteria; *Evaluation Methods; *Faculty Evaluation; *Personnel Evaluation; School Personnel; Summative Evaluation; Two Year Colleges

ABSTRACT

This booklet describes the four major components of the staff evaluation plan currently practiced at the Mitchell Wolfson New World Center Campus of Miami-Dade Community College. First, introductory material indicates that the essential elements of the plan include a concern for staff development, improvement, and accountability, as well as the need to provide information for decisions on promotion, reappointment, and salary. Next, the four evaluation components are explained: (1) appraisal of full- and part-time faculty, which involves mutual goal setting, classroom visitations, student evaluations, and annual collegewide performance evaluations; (2) evaluation of non-teaching faculty and professional personnel, which involves an annual evaluation by the immediate supervisor; (3) evaluation of classified and staff personnel based on growth and development, improved work performance, and enhanced rapport between supervisor and employee; and (4) evaluation of campus administrators, which involves peer evaluation and climate surveys. Evaluation forms and a bibliography are included. (LAL)

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MIAMI-DADE COMMUNITY COLLEGE
MITCHELL WOLFSON
NEW WORLD CENTER CAMPUS

STAFF evaluation

JC 860 028

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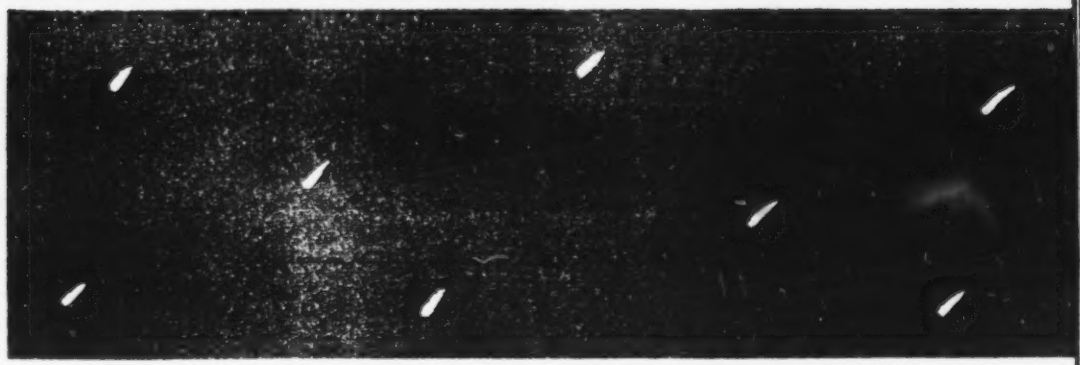
COMMITMENT TO EXCELLENCE

MESSAGE FROM THE VICE PRESIDENT



The campus has been developing a staff evaluation plan for the past several years. The plan has emerged in an effort to recognize and reward excellence as well as to reduce arbitrary decisions concerning raises, promotions, continuing contracts, and reappointments. The demand for accountability currently being discussed at the national level, highlights the importance of staff evaluation and encourages the development of sound assessment strategies at the campus level.

The staff evaluation model is based upon three important assumptions. First, the emphasis upon accountability within community college education will continue into the future making the evaluation of faculty, staff, and administrators inevitable. Second, a perfect evaluation plan has not been developed to date since all evaluation data have some limitations. The challenge, therefore, is to develop a viable staff evaluation plan where future refinement will be possible. Finally, an exemplary evaluation plan emphasizes participation in the development process from those being evaluated and should also emphasize staff development, as well as accountability.

From these assumptions, this booklet describes four major components which constitute the staff evaluation plan as currently practiced at the Mitchell Wolfson New World Center Campus. These components include performance appraisal of: 1) full and part-time faculty, 2) non-teaching faculty and professional personnel, 3) classified staff evaluation, and 4) evaluation of campus administrators. Since the evaluation plans for these staff areas are dynamic and on-going, they will continue to develop and undergo refinement. I encourage you, therefore, to read this booklet carefully so that you may personally contribute to this refinement process.

E. J. PADRON

TABLE OF CONTENTS

- Appraisal of Full and Part-Time Faculty 3
- Evaluation of Non-Teaching Faculty and Professional Personnel 5
- Classified-Staff Evaluation 5
- Evaluation of Campus Administrators 6
- Bibliography 7

Appendix

- Division of Arts and Sciences: Mutual Goal Setting Form 8
- Division of Occupational Technology: Instructor Evaluation (Visitation) Form 11
- Student Evaluation of Instruction Form (English) 13
- Professional and Non-Teaching Faculty Evaluation Form 15

This material was prepared by:

Dale Romanik
Director of Program Evaluation and Data Management Department

The faculty evaluation plan implemented at the Mitchell Wolfson New World Center Campus is based upon the realization that all staff members are important to the successful achievement of the Campus' mission, goals, and program objectives. The essential elements which drive the plan include a concern for staff development, improvement, and accountability, as well as the need to provide information for decisions on promotion, reappointment, and salary. The system implemented at the Campus to evaluate faculty, staff, and administrators is considered a continual process even though it is officially completed during the first half of each Winter term.

APPRAISAL OF FULL AND PART-TIME FACULTY

The evaluation of full-time faculty is generally a three level process at Mitchell Wolfson New World Center Campus including: 1) mutual goal setting, 2) evaluation data collection including classroom visitation and student evaluations, and 3) summative review or completion of the collegewide evaluation process. The integrity of the process is maintained in spite of each major academic division accomplishing the evaluation process in a slightly different way. The following represents the commonalities and describes the campus evaluation strategies for full and part-time faculty as a consensus across divisions.

Mutual Goal Setting. The first level of the evaluation process represents an agreement negotiated between the full-time faculty member and the department chairperson. This agreement is documented in writing and maintained in the faculty member's personnel file (See Appendix for the Division of Arts and Sciences' Mutual Goal Setting Form). The form is generally completed at the beginning of each academic year and represents a cooperative effort to specify professional objectives for the year. The objectives are stated in measurable terms and generally follow the four evaluation criteria specified in the College Policy Manual concerning faculty promotions (e.g., professional performance, professional growth, and other contributions to the College).

Faculty members indicate whether they want to work toward a promotion in academic rank and the annual goals are negotiated such that attainment represents outstanding professional growth. Actual goal attainment is monitored periodically throughout the year with the burden of proof resting primarily with faculty to demonstrate accomplishment. The product of the goal setting process, therefore, is a working document regarding the intentions and accomplishments of individual faculty members. The completed form is also used to complete the annual collegewide performance evaluation and to determine promotion status.

It must be noted that accomplishment of the goals as negotiated by the faculty, chairperson, and reviewed by the Associate Dean does not guarantee promotion. The Academic Dean and Vice President may not concur with the goals as originally established. The review at the Associate Dean level, however, is a safeguard to prevent such situations from occurring.

Classroom Visitation. One of two data collection strategies used to evaluate both full and part-time faculty involves classroom observation. All classroom visitations conducted on campus are recorded on structured forms (see Appendix for the form used by the Occupational Technology Division). Visitations are generally conducted by the department chairperson or an objective peer at least once per academic year. The observation includes ratings and narrative comments on areas such as preparation, planning, presentation, student/instructor interaction, and ability of the faculty member to control the classroom activities. Evaluators rate the faculty member's overall performance on a three-point scale (e.g., superior, competent, or needs improvement) and both observer and evaluee are required to sign the classroom visitation form as an acknowledgement of the contents.

Classroom visitations are conducted prior to the annual evaluation period and faculty are notified of the week that the visit will be made. A meeting is scheduled between department chairs and faculty to discuss results of the visitation. All completed classroom visitation forms are maintained in faculty personnel folders and remain at the Department Chairperson level unless faculty are being considered for continuing contracts. Follow-up visits may be scheduled by Department Chairpersons for those faculty rated as needing improvement, new faculty, faculty not on continuing contract or if results are inconsistent with other evaluative information.

Student Evaluation. Student evaluation has proven to be an effective method of collecting information concerning the instructional process at Mitchell Wolfson New World Center Campus despite the concerns raised nationally about using student ratings in community colleges. The second method of data collection used in the evaluation of both full and part-time faculty at the campus, therefore, involves student evaluations of instruction. In general, the intent of the student evaluation process is formative or diagnostic in nature and, therefore, used to help the individual faculty member. The use of such student data is not, however, restricted to serve a staff development function exclusively. This type of information is also used for personnel decisions particularly pertaining to the selection and reappointment of part-time facul-

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ty. Results from student evaluations are used for purposes of completing annual evaluations of full-time faculty if the information is consistent with other evaluative information. Therefore, such data is not used on a mandatory basis.

Most major campus divisions have used some form of student evaluation for a number of years. However, during the Fall term of the 1984-85 academic year the process was standardized and the various student evaluation forms used by the different divisions were consolidated into one form which was used campus-wide (see Appendix). A Student Evaluation of Instruction Form including both English and Spanish versions was developed by a subcommittee formed from members of the Campus Academic Council. The evaluation was conducted during the twelfth week of the term (i.e., after completion of three-quarters of the term and prior to the last day for students to drop without receiving a failing grade). Evaluation was mandatory in at least one section taught by each full-time faculty member on campus. Additional sections were evaluated at the faculty's request while several chairpersons also chose to evaluate part-time instructors.

The Campus Program Evaluation and Data Management Department was responsible for coordinating the student evaluations. This department's responsibilities included drawing the random sample of sections to be included in the evaluation, distribution of the evaluation and machine scorable answer forms, computer analysis of the student responses, and simultaneous distribution of the results to faculty, chairpersons, associate deans, and deans. Administration of the evaluation forms was the responsibility of trained staff members from the various campus divisions included in the evaluation process. Instructors were asked to leave the classroom during administration to promote optimal student objectivity and fairness.

This campus-wide student evaluation process was received favorably by the vast majority of students and faculty members. A total of 2,400 evaluation forms were completed by students in over 135 classes during the first term this standardized process was operational. In the near future, the goal is to evaluate all sections offered on campus including those taught by full-time and part-time faculty.

Annual Collegewide Performance Evaluation. The data collection strategies described above are used for three primary purposes. First, to ensure that faculty achievement is recognized and second to provide opportunities for professional and personal growth. The third and most important purpose of the faculty evaluation plan is to provide information upon which to base personnel decisions (e.g., promotions in academic rank, granting of continuing contracts, and reappointment). In an effort to accomplish the latter, each full-time faculty member teaching at the Mitchell Wolfson New World Center Campus meets with his/her supervisor at least once prior to the annual collegewide evaluation period. The purpose of the meeting(s) is to provide the opportunity for faculty and supervisors to share information relevant to the faculty member's performance. Mutual goal setting forms are reviewed to determine the degree of goal attainment and results from classroom visitations, student evaluations, and accomplishments of particular merit are noted for inclusion into the annual performance evaluation. A comprehensive evaluation covering the majority of the responsibilities of individual faculty members is used, therefore, in order to complete the annual collegewide evaluation process.

To conclude this section on faculty evaluation, it must be noted that a perfect evaluation plan has not been devised to date. The plan outlined above will be continually improved. All evaluation data has some limitations; however, there are ways to either eliminate or at least to compensate for most of these limitations. The campus has addressed the challenge and will work in the future to refine the existing faculty evaluation plan. The campus is also convinced that the faculty and administrators should use the available data, considering the alternative is to stop hiring, promoting, granting continuing contracts, or paying raises until a perfect way to evaluate faculty is found. Since this alternative has basic limitations itself, the position of the campus is that we need to do the best we can with what we have and to look toward the future for refinement.

Future refinement of the faculty evaluation system will include work in a number of areas. These areas include the development of operational definitions for rating scales which clearly specify what is being evaluated in measurable terms. Such definitions for example will outline what constitutes ratings of "superior" and "competent." A peer evaluation will be added to the process wherein each faculty member will be rated annually by colleagues from their own academic department. Areas on the peer evaluation will include ratings of the faculty members' attitude toward colleagues, and students, as well as attendance and performance at meetings, ability to work with groups, etc. The process implemented during Fall term, 1984 which provided students the opportunity to evaluate instruction on a standardized and campus-wide basis, will be continued and expanded to eventually include all class sections conducted during the term. Finally, the Dean of Instruction will conduct a workshop for all faculty, in cooperation with the Program Evaluation and Data Management Department, concerning the importance of fair and objective faculty evaluation. The workshop will concentrate on the four evaluation strategies to be used at the campus: 1) mutual goal setting, 2) classroom visitation, 3) student evaluation of instruction, and 4) peer evaluation. Such refinements will serve to increase the comprehensiveness and to decrease limitations of the current faculty evaluation system.

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EVALUATION OF NON-TEACHING FACULTY AND PROFESSIONAL PERSONNEL

At the Wolfson Campus both non-teaching faculty and professional personnel are evaluated on an annual basis by their immediate supervisor. These evaluations are composed of narrative statements including information on areas of professional performance, professional growth, and other service to the College. The supervisor is also required to provide a summary rating on a three-point scale which includes the ratings of "competent," "satisfactory with reservation," and "unsatisfactory." Each evaluee is given the opportunity to meet with the person responsible for preparing the report, is furnished a copy of the evaluation, and may attach a response to the evaluation within five working days. The evaluation report is signed by the evaluee, immediate supervisor, dean, and Campus Vice President. The reader is referred to the Appendix for copies of the forms used to evaluate non-teaching faculty and professional personnel.

A number of supervisors structure their evaluation of non-teaching and professional personnel similar to that previously mentioned concerning full-time faculty. Performance goals are negotiated between non-teaching faculty, professional personnel and supervisors. Such goals are monitored and the degree of achievement taken into account at the time of the annual evaluation. Such an enhancement of the evaluation process has proven valuable considering the minimal structure provided by the form used in appraising these personnel.

CLASSIFIED-STAFF EVALUATION

Similar to faculty evaluation, the evaluation of classified and staff personnel is an on-going process even though it is officially conducted during the month of May. The primary goals of classified-staff evaluation as practiced at Mitchell Wolfson New World Center Campus include 1) growth and development on the part of classified-staff, 2) improved work performance, and 3) enhanced rapport between supervisor and employee.

To accomplish these goals all supervisors are required to rate each classified-staff employee on seven areas of competence. These ratings and supplemental narrative comments are recorded on the collegewide Employee Development/Evaluation form for classified-staff employees. A number of supervisors submit additional background information to support their ratings, while others request that classified-staff employees evaluate themselves and then compare their self-evaluation with the supervisor-initiated performance appraisal. Such modifications expand upon the usefulness of the collegewide form which is limited to ratings on a restricted five-point scale.

In order to complete the collegewide classified-staff evaluation process accurately, supervisors are encouraged to refer to records which document specific employee performance covering such areas as attendance, punctuality, quality and quantity of work. Supervisors are encouraged by campus administrators to use such reference documents and to maintain this material in personnel folders for the entire period of time covered by the evaluation. The use of such historical records diminishes subjective ratings and ratings based solely upon recent or isolated events.

Classified-staff employees are also encouraged to maintain records which demonstrate personal accomplishments such as additional career preparation in the form of college or university training as well as the enhancement of particular technical skills which they may have attained without the assistance of formalized training. Such accomplishments are noted within the Employee Development section of the collegewide classified-staff evaluation form. Supervisors are also expected to monitor the attainment of employee goals from year to year and to document such progress under this same section. This information is monitored in an effort to encourage classified and staff employees to make genuine efforts toward personal and professional development.

Each supervisor is required to indicate whether probationary employees (e.g., those classified-staff completing the 90-day probationary period) are recommended for continued employment or termination. The supervisor's evaluation is expected to be consistent with the overall appraisal of the employee's performance and to be supplemented by narrative comments.

Additionally, each classified-staff employee is required to sign the evaluation form to acknowledge the contents. Any discrepancies in the performance appraisal are noted in writing and discussed during a personal interview between the supervisor and employee. All classified-staff evaluations are reviewed and

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signed by the area head and Vice President. Any comments initiated by administrators beyond the employee's immediate supervisor are noted on the form and brought to the attention of the employee who is required to initial such additional evaluation material.

In an effort to reward and recognize classified-staff employees who exhibit superior performance, the campus has taken advantage of the "Recognition of Excellence Program" initiated by the College during Spring term, 1984. The purpose of the program is to provide a process through which up to 15 percent of the classified-staff employees with three or more years of continuous service may be rewarded an amount up to $500 for demonstrated excellence. The monetary reward is in addition to the employee's annual salary and the program is expected to be in operation in the future. A recognition Review Committee was appointed by the Vice President and was charged with the responsibility of reviewing all nominations in order to recommend the most deserving classified-staff employees. Enthusiastic participation on the part of the campus in programs of this nature serve to reinforce the notion that all staff members are important to the successful achievement of the campus' mission and goals.

EVALUATION OF CAMPUS ADMINISTRATORS

The campus has become aware of the fact that administrator evaluation should be part of a total campus review plan. Such evaluation promotes quality assurance at all levels and the accountability expected of public institutions in the 1980's. Administrators at Mitchell Wolfson New World Center Campus have recognized this accountability requirement and find it inappropriate to develop procedures to evaluate academic programs, to evaluate faculty and staff, while ignoring the need to establish procedures for evaluating themselves. Therefore, the campus has developed two evaluation systems intended to appraise the performance of campus administrators.

During 1981-82, the Academic Council developed four data collection strategies for the purpose of evaluating three distinct groups of campus administrators. These groups included Associate Deans, Directors, and Department Chairpersons. An additional peer evaluation was also developed for each Academic Council member to provide professional feedback to each other. These forms have been administered during Winter term for the past three academic years.

Distribution of the forms is the joint responsibility of the Dean of Instruction's Office and the Program Evaluation and Data Management Department. The latter department also provides an individualized computer printout to each administrator and to the Dean of Instruction. All evaluation forms require both objective ratings and written comments concerning competencies of particular importance to each type of administrative position. Forms used to appraise Associate Deans and Directors are completed by Department Chairpersons, while the form targeted for Chairpersons is completed by teaching faculty. The peer evaluation yields valuable information pertaining to how cohorts view each other's contribution to the campus. Results of the administrator evaluations are, therefore, used as a staff development strategy and also to provide meaningful information for the collegewide evaluation process.

The second method developed to evaluate the effectiveness and efficiency of administrators is targeted toward the leadership team of the campus. To serve this end, a Campus Administrative Climate Survey was piloted on campus during Fall term, 1984. This survey was developed to measure three attributes associated with the executive managers of the campus. This level of management included the campus Vice President and the three deans; Dean of Administration, Dean of Instruction, and Dean of Students. The three attributes measured included: 1) the academic environment or climate of the campus, 2) the quality of relationships amongst individuals associated with the campus, and 3) the style and effectiveness of the campus leadership.

The major focus of the climate survey was the judgment of faculty, staff, and other administrators concerning the style and effectiveness of the top management. Respondents were asked to rate each dean and the Vice President, individually and then combined, on twenty statements indicative of managerial competence. Since administrators generally have frequent contacts with a few staff or in this case raters and meet infrequently with many others, analysis of these leadership competencies were based upon two separate categories of responses. The responses from raters having frequent contact (daily or weekly) were analyzed separately from those raters having infrequent contact (monthly, bimonthly, or occasionally).

Use of the Campus Administrative Climate Survey yielded an additional avenue for faculty and staff to provide professional feedback to the top administrators on campus. This type of administrator evaluation also points to the fact that no one is above evaluation and, thereby, add credibility to all the various forms of evaluation conducted on campus.

Summary:

To conclude, it seems apparent that new and creative strategies are needed to evaluate the performance of community college educators in the 1980's. Educational institutions have been challenged both by public and private sectors to measure and document progress or the lack of it. The bottom line, therefore, is one which demands that we will and must be held accountable. The various evaluation strategies developed and implemented during the last three academic years represent a firm commitment to preserve and enhance the quality of educational services provided by the faculty, staff, and administrators, of the Mitchell Wolfson New World Center Campus. The campus evaluation plan, however, will be continually updated to meet the new challenges presented by the future of community college education. Adherence to the status quo is definitely not what is needed, but rather, a progressive and introspective attitude which supports and allows faculty, staff, and administrators to develop and prosper by virtue of a participatory evaluation process. This process must, however, emphasize accountability as well as staff development.

BIBLIOGRAPHY

A number of professional publications have been reviewed in order to design the campus staff evaluation plan. The following represents a list of those which have directly influenced the evaluation strategies.

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Menges, R. J. Evaluating Teaching Effectiveness: What Is The Proper Role For Students, **Liberal Education,** 65, m3, p. 356-370, Fall, 1979.

New Directions for Community Colleges: Evaluating Faculty and Staff, A. Smith (Editor), Jossey-Bass Inc., No. 41, March, 1983.

APPENDIX

Division of Arts and Sciences

MUTUAL GOAL SETTING FORM

Name of Instructor_____

Department_____

This form will be utilized in a cooperative effort between the Department Chairperson and the individual faculty member in determining and delineating professional objectives for the academic year. The process will involve mutual negotiation and agreement between the Chairperson and the faculty member with regard to measurable objectives to be undertaken, time lines for their completion, and relevance to evaluation and promotion. The instructor will be asked to decide whether or not his objectives reflect an attempt to work towards a promotion. The Associate Dean and, when applicable, the Dean of Instruction will review and accept/reject in writing the agreed-upon goals.

Please check one of the following:

1. I intend to work towards a promotion _____.

2. I do not intend to work towards a promotion _____

_____ _____
Instructor's Signature Date

Approved: _____ _____
Department Chairperson Date

_____ _____
Associate Dean Date

_____ _____
Dean of Instruction Date

	Method of Evaluation	Target Date	Outcome
Criterion I Performance as a member of the faculty			
A. **Goal 1** To improve professional performance with respect to subject matter and/or teaching techniques.			
B. **Goal 2** To improve professional performance with respect to the following non-teaching activities:			
	Method of Evaluation	**Target Date**	**Outcome**
C. **Goal 3** To improve administrative activities (e.g., department chairperson, Laboratory director).			
Criterion II Educational Preparation			
Goal 1 To obtain academic credit recommended for improved performance and required for promotion.			
	Method of Evaluation	**Target Date**	**Outcome**
A. Work on committees			
B. Curriculum development			
C. Service to students			
	Method of Evaluation	**Target Date**	**Outcome**
D. Academic advisement			
E. Marketing/ recruitment activities			
	Method of Evaluation	**Target Date**	**Outcome**
Criterion III Professional status, growth and development			
Goal 1 To participate in workshops, seminars, and/or conferences relevant to professional duties.			
Goal 2 To increase professional recognition by obtaining:			
A. Public/foundation funding for special projects			
	Method of Evaluation	**Target Date**	**Outcome**
B. College funding for special projects (e.g. SPD grants)			

C. Consultantships

Goal 3 To increase professional recognition by

A. Conducting research

B. Professional publications

	Method of Evaluation	Target Date	Outcome

C. Membership in professional organizations

Criterion IV Community Service

A. **Goal 1** To make contributions to our community which reflect credit on the College.

DIVISION OF OCCUPATIONAL TECHNOLOGY

INSTRUCTOR EVALUATION FORM

Name_____ Date of Visitation_____ Course_____

The following information is the objective evaluation of the classroom performance of the above-mentioned instructor completed by the departmental chairperson on the date(s) indicated.

AREAS OBSERVED	YES	NO	N/A	COMMENTS
Classroom Management				
1. Class started on time	___	___	___	_____
2. Evidence of planning	___	___	___	_____
3. Logical organization (Set induction/closure)	___	___	___	_____
4. Clear explanations	___	___	___	_____
5. Used illustrations and/or visuals effectively	___	___	___	_____
6. Accurate and/or up-to-date information	___	___	___	_____
Learning Strategies				
7. Appropriate for subject	___	___	___	_____
8. Students appeared to be motivated	___	___	___	_____
9. Clearly conveyed	___	___	___	_____
10. Meets individual student needs	___	___	___	_____
Classroom Environment				
11. Concern for students was evident	___	___	___	_____
12. Students participated in discussions	___	___	___	_____
13. Order and decorum were evident	___	___	___	_____
14. Students appeared to be at ease with instructor	___	___	___	_____

INSTRUCTOR EVALUATION FORM

On the date(s) of visitation the classroom performance for the instructor received an overall rating of:

Superior _____ Competent _____ Needs Improvement _____

Remarks: _____

_____

_____

_____

Signature of observer _____ Date _____

Title _____

Signature of instructor _____ Date _____
(Signature indicates that he/she has seen this evaluation)

STUDENT EVALUATION OF INSTRUCTION FORM

INSTRUCTIONS: This questionnaire gives you the opportunity to express your views on this course and the way it has been taught. Please read each question very carefully. Indicate the best answer by darkening or "bubbling in" the appropriate letter on the SCAN-TRON form provided. You must use a pencil (preferably a No. 2) and erase completely to change an answer.

Please "bubble in" the course sequence number in the first five rows of the identification grid which immediately precedes your answers. Bubble in one's (1) for the remaining five rows.

Put all your answers for questions 1-31 on the SCAN-TRON answer form. Use the following scale to answer questions 1-6 and 9-23.

A =	*Strongly agree*	– *You strongly agree with the statement as it applies to this course or instructor.*
B =	*Agree*	– *You agree more than* ***you*** *disagree with the statement as it applies to this course or instructor.*
C =	*Disagree*	– *You disagree more than* ***you*** *agree with the statement as it applies to this course or instructor.*
D =	*Strongly disagree*	– *You strongly disagree with the statement as it applies to this course or instructor.*
E =	*Not sure or not applicable*	– *The statement does not apply to this course or instructor, or you simply are not able to give a knowledgeable response.*

SECTION I (Items 1-8) COURSE EVALUATION

1. There is considerable agreement between the announced objectives of this course and what is actually taught.
2. The amount of course material presented is sufficient to accomplish the course objectives.
3. In general, assignments are helpful in my understanding and learning of the course material.
4. The textbook covers the course material well.
5. Writing assignments are required in this course.
6. The required writing assignments are important to my understanding and for learning the course material.
7. The level of difficulty of this course is:
   A = Very Easy B = Somewhat Easy C = About Right D = Somewhat Difficult
   E = Very Difficult
8. The work load for this course in relation to other courses of equal credit is:
   A = Much Lighter B = Lighter C = About the Same D = Heavier
   E = Much Heavier

SECTION II (Items 9-23) INSTRUCTOR EVALUATION

9. The instructor made the course objectives clear to all students.
10. The instructor made the grading system clear to all students.
11. The instructor's examinations or other evaluation methods used are representative of the material covered in the course and/or in outside assignments.
12. The tests and/or other evaluation methods used by the instructor are graded fairly and objectively.
13. The instructor encourages questions and participation in class.
14. The instructor demonstrates a thorough knowledge of the subject matter.
15. The instructor seems genuinely concerned with students' progress.
16. The instructor motivates student interest.
17. The instructor is available to students for individual help, advice and/or consultation.

18. The instructor is well prepared for class.

19. The instructor starts class on time.

20. The instructor presents course material clearly.

21. The instructor dismisses class on time.

22. I would rate the general (all-around) teaching ability of my instructor as very good.

23. Based upon my experience with this instructor, I would take another class from him/her again.

SECTION III (Items 24-28) SELF-EVALUATION

INSTRUCTIONS: Use the following scale to answer questions 23-27.

A = Always B = Almost always C = Usually D = Occasionally E = Very Few Times

24. How often do you attend class?

25. Are you prepared for the class?

26. Do you actively participate in this class?

27. How often are you late for class?

28. How are you doing in this class?
A = Very Good B = Good C = Fair D = Poor E = Very Poor

SECTION IV (Items 29-30) PERSONAL CHARACTERISTICS

29. Are you a:
A = Male B = Female

30. How old are you?
A = Under 18 B = 18-24 C = 25-31 D = 32-40 E = Over 40

31. Was this course taken:
A = As a requirement for a degree
B = As an elective for a degree
C = For job related reasons
D = For personal interest
E = For other reasons

Please write additional comments or suggestions concerning the course content and instructor on the lines provided below.

_____

_____

_____

_____

_____

YOUR TIME DEVOTED TO COMPLETING THIS FORM IS APPRECIATED!

PROFESSIONAL AND NON-TEACHING FACULTY EVALUTAION FORM

The professional staff member's evaluative paragraph is based on the following areas:

1. Professional performance
2. Professional growth
3. Other contributions to the College

SEE ATTACHED

In summary, the professional staff member is:

1. Competent
2. Satisfactory with Reservation
3. Unsatisfactory

I have read and discussed all items on this evaluation with the person responsible for preparing the report, and I have been furnished a copy. I understand I may attach a response to this evaluation within five (5) working days.

Reviewed by: _____ _____
(Professional Staff Member's Signature)

Director: _____ _____
(Date)

Area Head: _____

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